

Library Lesson #38 A and #38 B(2 lessons) All Grade Levels 2nd-5th grades, and K-1

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can use poetry as a means for creative expression for art.

Critical Vocabulary: genres, author's purpose, poetry and art reflection

Instructional Method: whole group

Strategies/Activities: Grades 2nd--5thThis is an activity where all the students will be sitting at the table areas. Today we will be using the poetry book Scranimals by Jack Prelutsky and illustrated by Peter Sis. This is a book of rhymes and puns in which objects and animals have been mysteriously scrambled together to creatures you've never seen before.

Read aloud 2 examples and show the pictures for pg. 7 Oh Beautiful Rhinoceros, A Clutch of Spinachickens pg. 9, and then p.11 for Camelberta Peaches,

Give each a piece of paper to fold in half and then in half again and open up to have small squares to illustrate various poems.

Then read aloud a couple of poems and have them try to use the poetry and to illustrate what they hear and imagine on a paper. Give them the title to view if needed. Then give a little time to illustrate and then show them the original from the book and they can share their drawing with their table groups is they would like to.

Perhaps you can get 4 small illustrations complete.

Pg. 14, pg. 16, pg. 21, pg. 29, pg. 35 Just leave 15 minutes for library book checkouts . Those that do not need checkouts can sit in the center to read, computers on students links nad library media, any centers from the boxes.

Grades K-1 will do a listening activity with the poetry book Animal Poems by Valerie Worth, Cricket in the Thicket, or Color Me a Rhyme by Yolen.

Kindergarten have them work as a group to listen and illustrate Animal Poems about bears.

What would a fierce mad bear look like?

Then all drawings need to be collected and placed in their folders with class names.

Check out Library books of student interest.

Complete activities in art folders if needed.

Form/Sum Assessment: observation

Modifications/Accommodations:- See sub/black folder

Library Lesson #39 All Grade Levels

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can identify characteristics of genres.

Critical Vocabulary: genres, author's purpose

Instructional Method: whole group

Strategies/Activities:

KBA, Kentucky Bluegrass Award Nominee book list will be reviewed. Then the school and state winners will be announced to the students. Students will turn and talk about the comparisons in votes for the books.

2019 Statewide most votes winner's circle

- K-2: Escargot by Dashka Slater
- 3-5: The Big Bad Fox by Benjamin Renner

Then the students will be read aloud the book We're All Wonders by RJ Palacio. Then each student will turn and talk to their table groups to discuss ways people are kind. Then show the quote "we are all wonders" and have each student draw their own self portrait to place in their art folders.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Lesson #40 for 5th, 4th, and 3rd grades

Foundation: Explore

ASL Domain(s): Create

Standard(s):5B1 and 2 Problem solving through cycles of design, implementation and reflection. Persisting through self-directed pursuits by tinkering and making

Learning Target (S): I can independently choose activities to create and problem solve designs.

Critical Vocabulary: self-directed, design

Instructional Method: independent

Strategies/Activities:

10-15 minutes first of quiet reading. During this time students can check out new books to locate, use Destiny Library Catalog to search for books, read books on display, book boxes, and magazines from the center. After this time period then they can choose a Makerspace activity.

-Magna Tablets with red pens (8 students)

-Doodle for Google Art Contest

-Osmo Masterpiece (4)

-4D Animal visual and info.(2)

-3d building circles and squares (4)

- 3d Magnet Clix closed and open shapes (4)
- Lightbox Tracing (3-4) materials in folders by the lightbox
- Stick Together Mosaic on the Glass case(4)
- Computers using only Auto Draw, World Book Online, Quaver, Storia (12)
- I O Large Building blocks (6)- Use on blue star carpet areas
- I O mini building blocks (4) Take to a table area
- Stop Motion Video Creation (2 at each station)
- Free Draw with How-to nonfiction books for them to look at (tables)
- Create a Kids Menu (4)
- Create your own book cover (4)
- Make your own Sticker/coloring Mosaic Art (4)
- The Night Tree light vs. dark art trees
- DEAR-Drop everything and read(magazines and books) on the steps area or center circle chairs (can take a whispy or puppet as a buddy reader)
- Osmo Drawing

Students must be sure to see that they do not go over the # of students for each center.

Give 5 minute warning to have students start cleaning up the Makerspaces. All resources and centers should be placed neatly back into the containers they were in so they are ready for the next class. Be sure to have all of the black Magna tablets and red pens matched up on the tables. Any art or unfinished can be placed in their art folder in their classes blue bucket.

Form/Sum Assessment: observations, oral explanations of makerspace

Modifications/Accommodations:- See sub/black folder

Lesson #40 Grades 2nd, 1st, and Kindergarten

Foundation: Explore

ASL Domain(s): Create

Standard(s):5B1 and 2 Problem solving through cycles of design, implementation and reflection. Persisting through self-directed pursuits by tinkering and making

Learning Target (S): I can independently choose activities to create and problem solve designs.

Critical Vocabulary: self-directed, design

Instructional Method: independent

Strategies/Activities:

10-15 minutes first of quiet reading. During this time students can check out new books to locate, use Destiny Library Catalog to search for books, read books on display, book boxes, and magazines from the center. AFter this time period then they can choose a Makerspace activity.

- Magna Tablets with red pens (8 students)
- 3d building circles and squares (4)
- 4D Animal visual and info.(2)
- 3d Magnet Clix closed and open shapes (4)

- Lightbox Tracing (3-4) materials in folders by the lightbox **PENCILS ONLY** here - after tracing must then clean up and can take picture to color at the tables with free draw
- Computers using only Auto Draw, Highlights or World Book Online (12)
- I O Large Building blocks (6)- Use on blue star carpet areas
- Free Draw with How-to nonfiction books for them to look at (tables)
- Create your own book cover (4)
- The Night Tree light vs. dark tree art
- Bridge building Structures/sculpture with Wood (brown or wood blocks)- 4
- Make your own Sticker/coloring Mosaic Art (4)
- DEAR-Drop everything and read(magazines and books) on the steps area or center circle chairs (can take a whispy or puppet as a buddy reader)
- OSMO drawing Masterpiece(4)

Students must be sure to see that they do not go over the # of students for each center.

Give 5 minute warning to have students start cleaning up the Makerspaces. All resources and centers should be placed neatly back into the containers they were in so they are ready for the next class. Be sure to have all of the black Magna tablets and red pens matched up on the tables. Any art or unfinished can be placed in their art folder in their classes blue bucket.

Students will follow procedures to checking books out.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Library Lesson #41 3rd 5th grades

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can identify characteristics of genres.

Critical Vocabulary: genres, author's purpose

Instructional Method: whole group

Strategies/Activities:

Who Might you be when you grow up? Imagine...

Then read aloud Imagine by Juan Felipe Herrera. Give students a teacher created sheet in which they will write the answer to the question above. Take time to just DREAM, Who do they want to be? What qualities do they want to exhibit? What goals do you have for middle school, high school, after high school ...

We will discuss various ways of thinking and mindset. How can we think positive about dreaming?

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Library Lesson #41 K-2 grades

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can identify characteristics of genres.

Critical Vocabulary: genres, author's purpose, summaries

Instructional Method: whole group

Strategies/Activities:

Discuss what summaries are for books and the purpose for them. Then read aloud this summary and discuss. Read aloud the Hugely Wugely Spider by Ethan Berlin

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder

Library Lesson #42 All Grades

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can identify characteristics of genres.

Critical Vocabulary: genres, author's purpose, summaries

Instructional Method: whole group

Strategies/Activities:

Students will rotate to various tables to review the new books that are in our library. Students will read summaries, evaluate and discuss author's purpose with table groups, and complete an activity on both a fiction and nonfiction book of their choice.

Form/Sum Assessment: observations, class discussions, independent assessment of 1 book from the rotations that is fiction and one nonfiction

Modifications/Accommodations:- See sub/black folder

Lesson #43 for 5th, 4th, and 3rd grades

Foundation: Explore

ASL Domain(s): Create

Standard(s):5B1 and 2 Problem solving through cycles of design, implementation and reflection. Persisting through self-directed pursuits by tinkering and making

Learning Target (S): I can independently choose activities to create and problem solve designs.

Critical Vocabulary: self-directed, design

Instructional Method: independent

Strategies/Activities:

10-15 minutes first of quiet reading. During this time students can check out new books to locate, use Destiny Library Catalog to search for books, read books on display, book

boxes, and magazines from the center. After this time period then they can choose a Makerspace activity.

- Magna Tablets with red pens (8 students)
- Doodle for Google Art Contest
 - Osmo Masterpiece (4)
- 4D Animal visual and info.(2)
- 3d building circles and squares (4)
- 3d Magnet Clix closed and open shapes (4)
- Lightbox Tracing (3-4) materials in folders by the lightbox
- Stick Together Mosaic on the Glass case(4)
- Computers using only Auto Draw, World Book Online, Quaver, Storia (12)
- I O Large Building blocks (6)- Use on blue star carpet areas
 - I O mini building blocks (4) Take to a table area
- Stop Motion Video Creation (2 at each station)
- Free Draw with How-to nonfiction books for them to look at (tables)
- Create a Kids Menu (4)
- Create your own book cover (4)
- Make your own Sticker/coloring Mosaic Art (4)
- The Night Tree light vs. dark art trees
- DEAR-Drop everything and read(magazines and books) on the steps area or center circle chairs (can take a whispy or puppet as a buddy reader)
- Osmo Drawing

Students must be sure to see that they do not go over the # of students for each center.

Give 5 minute warning to have students start cleaning up the Makerspaces. All resources and centers should be placed neatly back into the containers they were in so they are ready for the next class. Be sure to have all of the black Magna tablets and red pens matched up on the tables. Any art or unfinished can be placed in their art folder in their classes blue bucket.

Form/Sum Assessment: observations, oral explanations of makerspace

Modifications/Accommodations:- See sub/black folder

Lesson #43 Grades 2nd, 1st, and Kindergarten

Foundation: Explore

ASL Domain(s): Create

Standard(s):5B1 and 2 Problem solving through cycles of design, implementation and reflection. Persisting through self-directed pursuits by tinkering and making

Learning Target (S): I can independently choose activities to create and problem solve designs.

Critical Vocabulary: self-directed, design

Instructional Method: independent

Strategies/Activities:

10-15 minutes first of quiet reading. During this time students can check out new books to locate, use Destiny Library Catalog to search for books, read books on display, book boxes, and magazines from the center. After this time period then they can choose a Makerspace activity.

- Magna Tablets with red pens (8 students)
- 3d building circles and squares (4)
- 4D Animal visual and info.(2)
- 3d Magnet Clix closed and open shapes (4)
- Lightbox Tracing (3-4) materials in folders by the lightbox **PENCILS ONLY** here - after tracing must then clean up and can take picture to color at the tables with free draw
- Computers using only Auto Draw, Highlights or World Book Online (12)
- I O Large Building blocks (6)- Use on blue star carpet areas
- Free Draw with How-to nonfiction books for them to look at (tables)
- Create your own book cover (4)
- The Night Tree light vs. dark tree art
- Bridge building Structures/sculpture with Wood (brown or wood blocks)- 4
- Make your own Sticker/coloring Mosaic Art (4)
- DEAR-Drop everything and read(magazines and books) on the steps area or center circle chairs (can take a whispy or puppet as a buddy reader)
- OSMO drawing Masterpiece(4)

Students must be sure to see that they do not go over the # of students for each center.

Give 5 minute warning to have students start cleaning up the Makerspaces. All resources and centers should be placed neatly back into the containers they were in so they are ready for the next class. Be sure to have all of the black Magna tablets and red pens matched up on the tables. Any art or unfinished can be placed in their art folder in their classes blue bucket.

Students will follow procedures to checking books out.
Form/Sum Assessment: observations, class discussions
Modifications/Accommodations:- See sub/black folder

Library Lesson #44 All Grades

Foundation: Inquire, Collaborate

ASL Domain(s): Think, Grow

Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1

Actively contributing to group discussions

Learning Target: I can identify characteristics of genres.

Critical Vocabulary: genres, author's purpose, summaries

Instructional Method: whole group

Strategies/Activities:

Students will rotate to various tables to review the new books that are in our library. Students will read summaries, evaluate and discuss author's purpose with table groups, and complete an activity on both a fiction and nonfiction book of their choice.

Form/Sum Assessment: observations, class discussions, independent assessment of 1 book from the rotations that is fiction and one nonfiction

Modifications/Accommodations:- See sub/black folder

Library Lesson #45 All Grades Book Fair

Foundation: Inquire, Collaborate ASL Domain(s): Think, Grow Standard(s)1A2 recalling prior or background knowledge as context for new meaning,3D1 Actively contributing to group discussions

Learning Target: I can identify characteristics of genres.

Critical Vocabulary: genres, author's purpose Instructional Method: whole group

Strategies/Activities: This is a Bookfair Preview day/ Purchase if open during class time -Start at the table area and show the video created by Scholastic to promote the authors and illustrators whose work is presented in the Bookfair. Students will listen to determine the types of genres that are presented and identify the author's purpose. Then students will be reminded of the expectations in a store- payment, respect of people and merchandise, tax exempt here at school, voice levels and behavior. If students desire they may create wish lists with the titles and cost of the books to take home. Students will follow procedures to checking books out.

Form/Sum Assessment: observations, class discussions

Modifications/Accommodations:- See sub/black folder